

Date of preparation:/...../ 2018

Date of Teaching:/...../ 2018

TIẾT 01: INTRODUCTION OF ENGLISH 12

A. Aims:

- Help Ss to know about the English book grade 12 in general.(themes, tests, lessons etc.)
- Introduce how to do an oral test, a fifteen - minute tests and a written test.
- Some requires of student to study well English.
- To help Ss have the opportunities to develop their oral fluency.
- To introduce the theme and units.
- By the end of the lesson, students will be able to: know the topic, the theme and units.

B. Preparations: - Teacher: Handouts, textbook, boards, colored chalks and lesson plan.
 - Students: Textbook.

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Activities	Interactions
<p style="text-align: center;">1. Warm-up (8 minutes)</p> <p>Introduces herself to the students. Asks some students to introduce themselves: What’s your name? Do you like English? Do you find English easy or difficult? Which is the easiest, the most difficult? Reading, speaking, listening, or writing? Why do you learn English? How long have you learned English? Are you good or bad at English?</p>	<p>T <--> Ss</p> <p>Individually</p>
<p style="text-align: center;">2. Presentation (30 minutes)</p> <p>1. The text- book English 12 - The 1st term: * Unit 1- Unit 6: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, communication and culture and looking back & project * Review 1, 2 * Test yourself 1 * Written tests: 6: 15’(3) 45’(2) end- term (1) - The 2nd term: * Unit 7- Unit 12: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, communication and culture and looking back & project. * Review 3, 4 * Test yourself 2 * Written tests: 6: 15’(3) 45’(2) end- term (1)</p> <p>2. Teacher’s demand: - Read the lesson before studying in class. - Do all exercises at home. - It is good to find the meaning and the pronunciation of the new words in the dictionary at home. -Listen to the teacher attentively and take part in the lesson actively and creatively. - Take part in the activities that the teacher required such as pairs work, group work or individual - Each S has a notebook and book (student book and work book)</p> <p>Books * Text - book English 12 * Work - book English 12</p> <p>At home: * Prepare for the new lessons: content, structures, words and phrases, pronunciation * Revise the old lessons + do all the homework</p> <p>At class: * Participate in all activities * Keep the discipline</p>	<p>T <--> Ss</p>
<p style="text-align: center;">3. Consolidation (5 minutes)</p>	

Students' assessment What do you find your English? Very good/ excellent: Good:..... Average:..... Bad:..... Very bad:..... - Give feedback.	T <--> Ss
4. Homework (2 minutes) - Prepare Unit 1: Life stories Lesson1: Getting started	T <--> Ss

E. Evaluation:

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TIẾT 02:

UNIT 1. LIFE STORIES
LESSON 1. GETTING STARTED

A. Objectives:

1. Language focus:- To introduce the overall topic of Unit 1: “*Life Stories*”, lexical items related to *people’s life stories*, homophones, revision of *the past simple vs. the past continuous*.

- To check students’ comprehension thorough True / False
- To provide Ss with a chance to express their opinion about their choice.

Activities	Interactions
<p style="text-align: center;">1. Warm up (5 minutes)</p> Answer some lead-in questions. 1. Who is your favourite singer / footballer / ...? 2. Why do you like him / her? 3. Look at the picture on page 6 and answer questions: <i>Do you know who they are? What do you know about them?</i> Possible answers: 1. My favourite singer/ footballer is Son Tùng/ David Beckham. 2. I like Son Tùng most because he not only sings beautifully but he is also really handsome. I like David Beckham very much because he both plays football excellently and is manly. 3. I have no idea about the first photo. The second is Michael Jackson, a popular American singer and dancer. The third one is a good cook / chef. And the last one is two students. May be they are talking about the three people just mentioned.	T <--> Ss
<p style="text-align: center;">2. New lesson</p> Activity 1: Listen and read (15 minutes) - Tell Ss that they are going to listen to a conversation. - Play the recording	T <--> Ss

E. Evaluation:

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TIẾT 03:

UNIT 1. LIFE STORIES

LESSON 2. LANGUAGE

A. Aims and Objectives:

1. Language focus: - To provide learners some language items in Unit 1

- For vocabulary, that is words and phrases related to *people's life stories*

- For pronunciation, that is homophones in connected speech

- For grammar, the use of the past simple vs. the past continuous and use of articles

2. Skills: - To promote Ss to develop the skill of working in pairs and groups

3. Attitudes: To encourage Ss to work harder, to provide Ss some motivation

B. Preparations:- Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.

- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Activities	Interactions
<p style="text-align: center;">1. Homework (3 minutes)</p> <p>Tell about the person you admire. <i>What's his / her name? What does he / she do? What is he / she famous for? Does he / she inspire you to do anything? What is it?</i></p>	T <--> Ss
<p style="text-align: center;">2. New lesson</p> <p>A. Vocabulary: (8 minutes) Activity 1: Write the words given next to their meanings. - T asks Ss to match the words with their meanings - Ss read the words and their definitions in the box and then do the matching. - Ss give the Vietnamese meanings of these words and then practise pronouncing them. - T checks answers as a class. Feedback: 1. Figure: hình ảnh 2. Talented: có tài 3. distinguished: lỗi lạc, xuất chúng 4. Achievement: thành tích 5. respectable: đáng kính trọng 6. perseverance: tính kiên trì 6. generosity: lòng bao dung Activity 2: Complete the sentences with the correct forms of the words in 1. - T asks Ss to pay attention to the grammar when using the words in 1. When using a noun, Ss need to consider its suitable form (singular or plural). - T has Ss complete the sentences individually, and then compare their answers in pairs. - Ss complete the sentences with the correct forms of the words in 1. Then compare their answers in pairs. - T checks answers as a class. Feedback: 1. distinguished 2. talented 3. achievements 4. respectable 5. generosity</p> <p>2. Pronunciation: Homophones (10 minutes) Activity 1: Listen to pairs of sentences. Write the correct words in the gaps. - T asks Ss to study the <i>Do you know...?</i> box and practise saying the pairs of homophones using the correct pronunciation; tells Ss that they are going to</p>	<p>Individually</p> <p>Pair work</p> <p>T <--> Ss</p>

listen to the recording and write the words they hear in the blanks; asks Ss to read the two sentences a and b carefully, and decide on the part of speech of the missing words.

- T checks answers as a class.

Individually/

- Ss study the *Do you know...?* Box; listen to the recording and write the words they hear in the blanks; Ss work in pairs, discuss the meaning of each word and choose the correct one for each sentence.

Pair work

Feedback:

- | | | | |
|---------------|----------|------------|---------|
| 2. a. allowed | b. aloud | 5. a. here | b. hear |
| 3. a. write | b. right | 6. a. been | b. bean |
| 4. a. new | b. knew | | |

Activity 2: Listen and repeat the sentences in 1.

- T plays the recording again and has Ss repeat each sentence chorally; asks Ss to read the sentences in pairs.

2. Grammar: The Past Simple vs. the Past Continuous

Activity 1: Underline the correct word (8 minutes)

T <--> Ss

- T has Ss review the use of the past simple and the past continuous; asks Ss to look at the *Remember* box and draws their attention to the examples and asks them guiding questions: *In the first example, which verb indicates an action in progress? Which verb indicates a shorter action that interrupts it? What kind of action does the second example indicate? Why is the adverb "always" used?*

- Ss listen to the tape again and repeat the sentences chorally.

- Ss read the sentences in pairs.

Feedback:

- | | |
|------------------------------------|-------------------------------|
| 1. went, was having | 2. met, was traveling |
| 3. was working, was, were | 4. shared, was always taking |
| 5. called, was doing, did not hear | 6. was constantly asking, was |
| 7. requested, was composing | 8. joined, was then leading |

Definite articles and omission of articles

Pair work

Activity 2: Complete THE gaps with the where necessary. If an article is not necessary, write a cross (×). (6 minutes)

- T asks Ss to study the *Do you know...?* box and draw their attention to the special cases (use of *the* and omission of articles).

- T asks Ss to complete the gaps with *the* or a cross (×) if an article is not necessary.

Individual

- T has Ss compare their answers with a partner.

- Ss look at the *Remember* box and pay attention to the examples.

- Ss read each sentence carefully and decide which action is in progress and which one is a shorter action that interrupts it.

- Ss complete the sentences.

Feedback:

Ss <--> Ss

- | | | | |
|-------------|---------|------------------------|--------------|
| 1. the | 3. ×, × | 5. the, ×, the | 7. ×, the, × |
| 2. the, the | 4. × | 6. the, ×, ×, the, the | 8. the, × |

Indefinite articles

Activity 3: Complete the gaps with A, AN or a cross (×) if an article is not necessary.

Examples: The dog that bit me ran away.

- T asks Ss to study *Do you know...?* box.

- Ss study the *Do you know...?* box. **DO YOU KNOW...?**

The definite article THE is generally used before a singular or plural noun when we talk about a specific thing or action.

They like the films